

U.S. Department of Education
2012 National Blue Ribbon Schools Program
A Public School - 12LA1

School Type (Public Schools): ☐ Charter ☐ Title 1 ☒ Magnet ☐ Choice
(Check all that apply, if any)

Name of Principal: Mrs. Patricia Wilty

Official School Name: Gretna No. 2 Academy for Advanced Studies

School Mailing Address: 701 Amelia Street
Gretna, LA 70053-5441

County: Jefferson Parish State School Code Number*: 026108

Telephone: (504) 366-3582 E-mail: patricia.wilty@jppss.k12.la.us

Fax: (504) 364-1268 Web site/URL: http://gretnak.jppss.k12.la.us/gretnak/

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Dr. James Meza Ed.D. Superintendent e-mail: james.meza@jppss.k12.la.us

District Name: Jefferson Parish Public School System District Phone: (504) 349-7802

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. Mark Jacobs

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2011-2012 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

DISTRICT

1. Number of schools in the district 54 Elementary schools (includes K-8)
 (per district designation): 19 Middle/Junior high schools
14 High schools
1 K-12 schools
88 Total schools in district
2. District per-pupil expenditure: 13308

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban with characteristics typical of an urban area
4. Number of years the principal has been in her/his position at this school: 6
5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	17	24	41		6	0	0	0
K	21	24	45		7	0	0	0
1	18	30	48		8	0	0	0
2	24	29	53		9	0	0	0
3	35	17	52		10	0	0	0
4	28	29	57		11	0	0	0
5	23	34	57		12	0	0	0
Total in Applying School:								353

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
9 % Asian
26 % Black or African American
8 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
54 % White
2 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2010-2011 school year: 2%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1, 2010 until the end of the school year.	6
(2)	Number of students who transferred <i>from</i> the school after October 1, 2010 until the end of the school year.	1
(3)	Total of all transferred students [sum of rows (1) and (2)].	7
(4)	Total number of students in the school as of October 1, 2010	353
(5)	Total transferred students in row (3) divided by total students in row (4).	0.02
(6)	Amount in row (5) multiplied by 100.	2

8. Percent of English Language Learners in the school: 0%

Total number of ELL students in the school: 0

Number of non-English languages represented: 0

Specify non-English languages:

9. Percent of students eligible for free/reduced-priced meals: 33%

Total number of students who qualify: 117

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 7%

Total number of students served: 25

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>2</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>1</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>0</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>22</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>14</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>12</u>	<u>2</u>
Paraprofessionals	<u>3</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>7</u>	<u>1</u>
Total number	<u>37</u>	<u>3</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 25:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	97%	97%	97%	97%	0%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

Graduating class size:	<u>0</u>
Enrolled in a 4-year college or university	<u>0%</u>
Enrolled in a community college	<u>0%</u>
Enrolled in vocational training	<u>0%</u>
Found employment	<u>0%</u>
Military service	<u>0%</u>
Other	<u>0%</u>
Total	<u>0%</u>

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

☒ No

☐ Yes

If yes, what was the year of the award?

PART III - SUMMARY

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Gretna No. 2 Academy for Advanced Studies is a public school, Pre K through fifth grade, with an enrollment of 351 students. The school is an accredited member of the Southern Association of Colleges and Schools. We have been awarded an A+ (formerly 5 Star) school which is the highest rating awarded by the Louisiana Department of Education. Our students meet stringent entrance requirements established by the Jefferson Parish Public School System for admission into an advanced academy.

We are located within the city of Gretna, Louisiana, but as a magnet school for high achieving students, we service children throughout the westbank of Jefferson Parish. As a suburb of New Orleans, our community represents a variety of economic levels, ethnicities, and races. Likewise, our students mirror the population of the entire westbank. Our diverse school population consists of students from various cultural and socio-economic backgrounds. In addition, we have several students in the autism spectrum, students with health impairments, and gifted and/or talented students. We are truly a melting pot of students from public, private, parochial, and home school settings, who have come together as the Gretna Gator Family.

The administrator, faculty, and staff create an environment for learning that addresses the needs and talents of our diverse school population. We prepare our students for the challenges of the twenty-first century and have established an environment where students can realize their academic and creative potentials.

It is evident that Gretna No. 2 Academy qualifies for selection as a Blue Ribbon School. The school is ranked among the state's highest performing schools as measured by state assessments in English language arts and math. Gretna No. 2 Academy has, in its five short years, consistently met and exceeded its annual yearly progress (AYP). We have a strong school/family/community partnership as evidenced by our annual Gretna Jubilee, a community fundraiser for our school. Following the Renzulli School-wide Enrichment Model (SEM), our faculty and staff teach a rigorous curriculum, focused on genuine learning with real world applications. A strong, committed faculty is adroit at implementing high quality instruction that engages the students and adheres to "Best Practices", while integrating technology daily. Gretna No. 2 Academy meets all of the criteria for Blue Ribbon School.

Our mission statement is: Gretna No. 2 Academy, with family and community, will explore, develop, and enhance individual gifts, talents, and strengths of our students through engaging and challenging activities to become life-long learners with character and integrity.

Our strengths and accomplishments are many. Walking through the foyer filled with student artwork, a sense of family, creativity, and nurturing is evident. We work collaboratively to recognize each child as an individual with special needs and strengths. The family-like environment lends itself to involved, supportive parents. The combined efforts of our outstanding Dads' Club and Parent-Teacher Organization provide opportunities and enrichment for our students that they would not otherwise have. Funds derived from our Gretna Jubilee, City Park Night, and Run for the Arts are dedicated to the advancement of technology, professional development, and cultural events at our school.

We believe that our students benefit by giving back to our community. Community outreach endeavors include our annual Second Harvest Food Collection, Veteran's Day Celebration honoring local veterans, coat drive for the needy, toiletries collection for local nursing homes, and armed forces. We have received several Service Learning Grants from the Brown Foundation to help our students become productive members of the community, such as "Budding Writers", helping beginning readers at a nearby elementary school.

We are a young school, still building traditions. Each day begins with the morning broadcast by students, where announcements are made, birthdays celebrated, and critical thinking activities presented. Together we say the Pledge of Allegiance and sing our mission statement. The traditional “Meet and Greet” before the school year starts makes it easier for students and parents. Students look forward to fathers and grandfathers delivering milk and donuts to the classrooms for “Dads and Donuts”. Numerous school activities encourage school, family, and community involvement. Literacy Night, Family Game Night, Science and Math Night, Meet the Author Night, Family Movie Night, and Dads and Donuts are just a few of our fantastic school family activities. Other traditions include Fall Fest, Christmas on Amelia Pot-Luck, Biography Week, the Gretna Jubilee, Gator Idol, and Field Day.

When reviewing the milestones we have reached, we realize that we have many. During our second year of operation our district challenged us to accelerate the curriculum by one grade level. After diligent efforts by our principal, faculty and student body, we met the challenge. Still another milestone was earning an A+ rating by our fifth year of existence. These milestones show that although we are a relatively new school, we are producing results typical of a more established educational institution.

1. Assessment Results:

A. A statewide testing program is the major component of the Louisiana Accountability System. Students in grades three, four, and five are required to complete the state assessment in the spring of every year. There are five achievement levels for performance - advanced, mastery, basic, approaching basic, and unsatisfactory. According to state guidelines, students must score at the basic, mastery or advanced level to be considered proficient in the subject areas of English language arts, math, science, and social studies. The tests evaluate Grade Level Expectations (GLE's) which reflect the knowledge and skills that the students should know by their respective grade levels. Students in grades three and five are required to take the iLEAP integrated norm-referenced and criterion-referenced test. Our fourth grade students are required to take the high stakes LEAP, a criterion referenced test.

In the most recent year's data, there is no achievement gap between the test scores of all students and the test scores of subgroups at our school. Based on race, we have two subgroups, black and white. Although we have Asian and Hispanic children in our school population, the numbers do not reach the minimum of ten needed for recognition as a subgroup.

Our state results can be viewed at:

[http://www.louisianaschools.net/lde/uploads/Report Cards/Report Cards11/Principalsp/026108PrincipalRC.pdf](http://www.louisianaschools.net/lde/uploads/Report%20Cards/Report%20Cards11/Principalsp/026108PrincipalRC.pdf)

B. Analysis of our state assessment data indicates an upward trend in tested areas in both iLEAP and LEAP over the past five years. Many factors have contributed to significant gains over the five year period in English language arts and math. During our first year in existence (2006 – 2007), our students came with various academic levels and educational backgrounds. Gretna No. 2 Academy received our first reporting of students' test scores in the spring of 2007. During 2008-09, the district mandated a one year accelerated curriculum in Language Arts and for all grade levels. Gretna No. 2 Academy has a rigorous curriculum. The Principal and faculty work cohesively with a common goal of student success. Teacher collaboration and ongoing assessment of data analysis are used to drive instruction and strengthen student success. Technology-based differentiated instruction (Achieve 3000 and First in Math) allows students to work independently on their individual reading and math levels. In addition, DIBELS scores, classroom performance and Lexile Levels obtained from Achieve 3000 are used to determine individual reading levels and plan differentiated reading activities. Teachers use multi-level instructional materials to challenge every student. Flexible grouping is used by teachers to address the needs of individual students. All of these factors have played an integral part in the upward trend recognized during the last five years.

Grade 3

Over the past five years, 98% - 100% of third grade students achieved proficiency in English language arts and math. In 2007, 18% of the students scored advanced in English language arts achievement compared to 45% scoring at the advanced level in 2011. In 2007, 34% scored advanced in math achievement compared to 46% in 2011. The data over the past five years indicates an upward academic performance trend with no achievement gap among subgroups.

Grade 4

Over the past five years, 96% - 100% of fourth grade students achieved proficiency in English language arts and 94% - 100% achieved proficiency in math. In 2007, 4% of the students scored advanced in English language arts achievement compared to 32% scoring at the advanced level in 2011. In 2007, 17% scored advanced in math achievement compared to 45% in 2011. The data over the past five years indicates an upward academic performance trend with no achievement gap among subgroups.

Grade 5

Over the past five years, 98% - 100% of fifth grade students achieved proficiency in English language arts and math. In 2007, 11% of the students scored advanced in English language arts achievement compared to 18% scoring at the advanced level in 2011. In 2007, 15% scored advanced in math achievement compared to 33% in 2011. The data over the past five years indicates an upward academic performance trend with no achievement gap among subgroups.

No viable difference in achievement levels in English language arts and math among the whole school, individual grade levels, and subgroups within each level is evident.

2. Using Assessment Results:

The Principal and teachers continually use assessment data to advance student achievement. The Learning Institute Portal, which is the district's site for Interval Assessment results and state archived assessment data, is routinely and consistently referenced when designing lessons and implementing classroom activities. Small groups using differentiated instruction is used to target, reinforce, and enrich skills.

Yearly, the Principal and faculty revise our School Improvement Plan (SIP) to meet the needs of our students using standardized testing results, teacher observations, DIBELS (Dynamic Indicators of Basic Early Literacy Skills), formative and summative evaluations, and developmental checklists. As we revise our SIP, we reflect on areas of weakness, as well as pedagogy, and research-based best practices to challenge and advance our student population. We utilize standardized test scores in every facet of lesson preparation. Because every child is different and every class is heterogeneously grouped, we rely on test data to provide meaningful education to every child.

Based on an analysis of the test scores, we created an information system called the "Gator Data", named for our school mascot. From data gathered, the administrator and faculty formulated a "Watch List" of students who would benefit from additional small group instruction as a means of advancing them to a higher achievement level and a broader understanding of key concepts. At Gretna No.2 Academy, teachers use ongoing informal assessments. Observations, checklists, performance tasks, and rubrics provide feedback for students, teachers and parents. Teachers and the Principal collaboratively meet across the grade levels to discuss lesson design, student work samples, integrated cross-curricula learning experiences, assessments, and curriculum mapping.

Gretna No. 2 Academy believes parents are an integral part of the academic success of our students. We, therefore, empower them with the information necessary for this to be a reality. Lines of communication are established before school begins with our Meet and Greet. Students and parents flood our campus to meet their teachers, drop off supplies, and ease the anxiety that comes with the transition that a new school year brings. Our "Open House" is held during the very first week of school, providing parents with first-hand information on classroom expectations and procedures. The Gretna No. 2 Academy Handbook serves as the framework/foundation for our school policies, actions, and expectations. Parents are made aware of the GLE's as set forth by the state. During the year our fourth grade teachers conduct a "LEAP Night" to apprise our parents of resources available to assist their children for test preparation. Additionally, teachers hold informational meetings with parents and students who were identified on our "Watch List" created from test data disaggregation.

Our school system has established a Parent Portal, providing parents with 24-hour internet access to their child's grades and attendance record. The Louisiana Department of Education provides student assessment data to the school. In turn, the school distributes a copy of each student's individual assessment results to the parents. Included in the copy of the assessment results is a detailed explanation of English language arts, math, science, and social studies achievement levels. Teachers also communicate assessment results with parents through the use of weekly assessment folders, interim progress reports, parent teacher conferences (via phone, emails and in person), and report cards. Additionally, the school report card, provided by the state department, is distributed to the parents. This

information is also published in the newspaper, available online, and distributed to families who tour our school. This school performance report card gives a snapshot of school demographics, academic achievement through test scores, and data comparing Gretna No. 2 Academy students to students in other schools at the district and state level.

3. Sharing Lessons Learned:

Our school engages in open lines of communication with fellow professionals throughout local and national academic communities. Several of our faculty members have presented at local and national conventions. At GNOTM, Greater New Orleans Teachers of Math and LATM, Louisiana Association Teachers of Math, our 4th and 5th grade math teacher presented "The Geometry of Mardi Gras", incorporating many GLE's from the geometry strand into a Mardi Gras float- making activity. "Naked Eye Astronomy" was presented at NSTA, National Science Teachers Association, to demonstrate how astronomy can be taught at the elementary level. Language arts and a talented theater teacher presented "Protest Songs Throughout History" at the annual Jefferson Parish Staff Development Conference. This presentation explained how to produce student-made mixed media presentations around social studies themes. A group of our teachers presented at the National Association for Gifted Children yearly conference. This presentation was titled "Getting Enrichment Clusters to Work for You," focusing on the practical side of Renzulli's School-wide Enrichment Model. Additionally, teachers have attended Confratute and Louisiana Lagniappe, gifted conferences that incorporate networking opportunities among teachers.

At the district level, we have also participated with several schools in our district for "share fairs". At these fairs, five elementary school faculties met and presented engaging, developmentally appropriate lessons at each grade level. Additionally, several of our faculty members presented topics at the district professional development for teachers held at the beginning of the year. One teacher was awarded a Model Technology Classroom from Jefferson Parish, which requires online collaboration with teachers throughout our district.

Through our years in existence, we have participated in meetings with the faculties of the other elementary advanced academies in our district. Collaborative meetings with advanced academies were held to create and align the curriculum for our schools. Networking continues to be advantageous for the academic success of our school.

In addition to presenting and attending conferences, our teachers receive many grants and honors. Each year, we are awarded Quality Science and Math grants for innovative teaching in math and science. We have received several Brown Foundation Service-Learning Grants, an Ezra Jack Keats Literacy Grant, and a Michael Jordan grant for technology. Each of these grants required extensive documentation about the merits of our programs. We have also participated in Disney Planet Challenge, an environmental awareness initiative. These grants, awards, and conferences all serve as means for our teachers to share what they have learned with colleagues.

4. Engaging Families and Communities:

The family atmosphere at Gretna No. 2 Academy lends itself to working together in a unified effort for the common goal of student success. The Principal and faculty understand the vital role of the community in the development of our students. We work diligently to promote a sense of community and provide our community with meaningful opportunities to participate. Through various field trips and guest speakers, the city of Gretna has become an integral part of our Gator Family. Our school publicity liaison regularly notifies our local newspaper of events and activities that are taking place each month.

The "All Call" for parental involvement is overwhelmingly answered by continued sharing of their many gifts and talents. Parental involvement is a major element in student success at our school. The rapport between parents, teachers, and our Principal has continued to thrive over the years. We believe that this

directly contributes to our students' success. This is exemplified by the many volunteers who come to school to work with small groups, to chaperone field trips, to facilitate enrichment clusters, and to assist with art and theater projects. The Dads' Club and PTO hold an annual fundraiser known as the Gretna Jubilee which provides funds for the school to update technology equipment. Local communities participate in the evening filled with food, music and an auction of student/parent/community baskets and class art projects. Through this endeavor we have purchased Promethean boards, laptops, iPads, writers, flip cameras, and digital cameras that are now used on a daily basis. Twice during the year, Dads come out and work on "honey do" lists and various projects for the teachers. Hanging ceramic tile, building shelves, painting, working on computers, and planting grass are a few projects that keep our Dads' busy.

A monthly calendar and newsletter are posted on our school website for information pertaining to news, announcements, and teacher/parent communication. Our school is equipped with an automated "school reach" telephone messaging system that is used regularly to communicate news, reminders, and important messages to all parents. In addition, each teacher posts homework, assignments, and class notes on his/her eBoard page. Parish-wide parent conferences are scheduled by the district during the school year. Parental involvement is evidenced by the high attendance at these conferences. There is a plethora of ideas by which the school involves the families of our students and the surrounding community.

1. Curriculum:

Gretna No. 2 Academy follows the comprehensive curriculum and GLE's established by the Louisiana Department of Education in all content areas. However, as an Advanced Studies Academy, our curriculum is accelerated in English language arts and mathematics. Students are completing the curriculum one grade ahead. Our goal is to provide a challenging curriculum filled with engaging, fun, and meaningful activities.

The English language arts curriculum includes standards that address reading and responding, writing, proofreading, speaking and listening, and informational resources. Although there is a basal reader, we rely on project-based learning, authentic research projects, Writers' Workshop, technology-based learning, and novel studies to cover the required English language arts standards and GLE's. Novel studies and Literature Circles are taught using the School-wide Enrichment Model-Reading, an enrichment-based reading program that seeks to increase achievement for all students, while addressing the needs of talented readers. Library skills are developed and enhanced by our full-time Library Media Specialist.

The focus of the math curriculum for the state of Louisiana mirrors the NCTM standards. At every grade level, students master appropriate skills in geometry, measurement, algebra, number relations, data analysis, and probability. This curriculum incorporates project-based learning to fully develop these concepts through application in real-life experiences. Math standards progress from concrete applications to more abstract concepts.

Our comprehensive science program follows the core curriculum provided by the State Department of Louisiana. In science classes, students are actively engaged in performing experiments, collecting data, graphing results, and writing reflections. These activities allow them to study topics in greater depth, leading to deeper understanding and retention of concepts. These hands-on learning opportunities promote healthy interactions, and address the individual differences and learning styles of the students.

The social studies curriculum includes history, geography, economics, and civics. Social studies activities foster the creation of literate and responsible citizens. Through collaboration and interaction with teachers, parents, and community, students become life-long learners. Students become independent thinkers, who can solve complex problems. Field trips, guest speakers, and various projects are implemented that reinforce the social studies concepts.

Gretna No.2 Academy incorporates the Louisiana Arts Content Standards for visual arts and theater arts at every grade level. We adhere to the philosophy that the arts reinforce and strengthen students' academic skills. Focusing on specific GLE's, full-time theater and art teachers design unit plans in coordination with regular education teachers. Class presentations and art projects greatly improve understanding in the content areas. We believe that theater and art lessons develop needed skills, including concentration, imagination, creative problem-solving and collaboration.

Our Physical Education(P.E.) curriculum provides students with the opportunity to develop their knowledge, fitness levels, and motor skills necessary for a healthy life. This subject also includes Character Education and Healthy Bodies programs. Our P.E./Health program intertwines physical activity with knowledge necessary to lead a healthy lifestyle.

At Gretna No.2 Academy, technology is implemented and utilized across the curriculum. Every classroom is equipped with a Promethean Board for interactive lessons. Students and teachers have daily access to iPads, flip cameras, writers, scientific calculators, desktop computers and laptops, which

develop their technology skills. All second and third grade students are taught keyboarding skills. Teachers present flip chart lessons pertaining to the skill being taught. Student hand-held Acti-votes are used to informally assess skill mastery across the curriculum. Laptops are used for research, PowerPoint presentations, and student processing and publishing. As an elementary school, we are fortunate to have a full time Spanish teacher. Students from Pre-K through fifth grade participate in a progressive Spanish curriculum, with students scaffolding on prior knowledge to learn new skills. During daily administrative walk-throughs, students and teachers are commended for their use of technology. In all grades, we follow the Louisiana Comprehensive Curriculum and GLE's. Our core curriculum is enriched with instruction in the Arts and Spanish to provide a well-rounded education.

2. Reading/English:

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Character Education and Healthy Bodies programs. Our P.E./Health program intertwines physical activity with knowledge necessary to lead a healthy lifestyle.

At Gretna No. 2 Academy, technology is implemented and utilized across the curriculum. Every classroom is equipped with a Promethean Board for interactive lessons. Students and teachers have daily access to iPads, flip cameras, writers, scientific calculators, desktop computers and laptops, which develop their technology skills. All second and third grade students are taught keyboarding skills. Teachers present flipchart lessons pertaining to the skill being taught. Student hand-held Acti-votes are used to informally assess skill mastery across the curriculum. Laptops are used for research, PowerPoint presentations, and student processing and publishing. As an elementary school, we are fortunate to have a full time Spanish teacher. Students from Pre-K through fifth grade participate in a progressive Spanish curriculum, with students scaffolding on prior knowledge to learn new skills. During daily Administrative walk-throughs, students and teachers are commended for their use of technology. In all grades, we follow the Louisiana Comprehensive Curriculum and GLE's. Our core curriculum is enriched with instruction in the Arts and Spanish to provide a well-rounded education.

3. Mathematics:

Gretna No. 2 Academy uses the state Comprehensive Curriculum and GLE's, Scott Foresman Addison Wesley parish textbook, project-based, hands-on learning, and highly engaging activities to develop math concepts and further skill mastery. Teachers plan their lessons using the aligned curriculum guides provided by our district. Abstract and concrete learning is entwined throughout our students' lives at Gretna No. 2 Academy. We encourage our students to be thinkers and problem solvers.

Our teachers use formative and summative assessments data to guide and pace the curriculum. Pre-and post-tests are used to gauge needed skill instruction. Higher order thinking questions are used on informal and formal assessments, and in each student's journal. Teachers first introduce a skill/concept in the whole class setting, after which students work in small groups to practice and reinforce the skill in a problem solving context.

To eliminate repetitive lessons for students who have already mastered certain skills, teachers use curriculum compacting. This enables higher performing students to explore enrichment activities in math. While some students work on enrichment, others receive small group reinforcement. Data from the District's Interval Assessments are used for planning differentiated instruction. Cooperative grouping extends opportunities for curriculum alignment and success at the core of learning, while ensuring interaction of students in engaging activities. Data is used from weekly assessments and performance tasks to form small groups focusing on target skills and areas of concern, as it relates to GLE's and NCTM standards.

To further develop skill mastery, children participate in performance assessments, tasks that require problem solving in real world applications. The faculty encourages community involvement. Exemplifying this is The Amazing Math Race. In this cross grade activity, the community of Gretna is the center stage of our mathematics learning. Teams of upper grade students race through the historic city, answering math questions. The first team returning to school with the most number of correct answers wins the race.

Mathematics is an integral part of our students' daily learning. Their excitement and love of math is a testament to the efforts being made to improve the math skills of all students. As we begin scheduling for each year, we continue to address the strengths and weaknesses of our math students. It is for this reason we can say that our math curriculum is ever changing to meet the needs of our Gator family.

4. Additional Curriculum Area:

In an effort to provide supplementary enrichment across the curriculum, we offer two different enrichment clusters to our students annually. In addition to providing enrichment beyond the established curriculum, students are able to self-select topics to study in depth. They spend ninety minutes a week meeting in enrichment clusters with other interested students and an adult facilitator. These clusters are based on Renzulli's School-wide Enrichment Model, as well as our mission to become life-long learners.

At the beginning of each semester, all students attend an enrichment fair where they see a presentation of all enrichment clusters that are being offered. After the presentations, students are given a selection sheet to choose their top three interest selections. Every effort is made to assign students into their first choice. Students are then separated into small groups based on these interest selections, and meet every Wednesday, better known as "Wonderful Wednesdays".

To achieve a low pupil/teacher ratio, we use every available adult to facilitate the clusters. By using all faculty members, we are able to offer an extensive list of classes each semester. All enrichment clusters have students from multiple grade levels working together at differentiated levels based on their interests.

Enrichment clusters are always academically based; however they are also derived from the interests of the students to provide for the essential skills our students must obtain for life experiences. These clusters typically contain cross-curriculum activities that cover a multitude of GLE's. Topics for enrichment clusters have included: Sign Language, The Stock Market, Greek Mythology, Dia de los Muertos, Art and Poetry, Shakespeare, Myth Busters, CSI, The Green Team, Candle Making, Academic Games, Cajun and Creole Cooking, and Oil in the Gulf. Students in the Oil in the Gulf cluster created a poster depicting the effects the spill had on the pelicans. This poster is currently displayed in the Louisiana State Capitol. Proceeds from the poster were sent to Coastal Restoration on our behalf.

Enrichment Clusters represent learning at its truest form, for the sheer joy of learning. During this period, every student is engaged in hands-on learning, while totally engrossed in their chosen topic. Students choose to extend their learning by doing research and investigations at home to share with the group the following Wednesday. Because of its real world application, teachers and students agree this is by far one of the most educationally rewarding parts of our curriculum.

5. Instructional Methods:

At Gretna No. 2 Academy we utilize instructional strategies to differentiate instruction. According to test scores, there are no differences in performance among subgroups. Teachers use researched-based strategies to address the higher levels of Bloom's Taxonomy and allow for various learning style instruction. The School-wide Enrichment Model engages our students with challenging and meaningful investigations based on student interest. Our "Wonderful Wednesday" schedule allows for different avenues to acquire knowledge as well as in-depth study of concepts.

Based on our identified gifted and talented population, we have four gifted teachers, an art teacher, and a theater teacher. In addition to meeting the IEP needs of the students, these teachers incorporate a team-teaching approach in content areas at each grade level. This team-teaching has proven to be advantageous to our students' success by lowering the student-teacher ratio and providing tailored lessons. Teachers are able to work with groups, individuals, addressing diverse needs, abilities, or interests.

In our English language arts block, many strategies are employed to differentiate instruction. We use an online reading program, Achieve3000. Students take an online reading test which assesses their comprehension levels. Students are then given a daily article and activity appropriate for their Lexile levels. Students work in flexible literacy groups based on their academic abilities. Each group meets daily with a teacher to develop skills necessary to become successful readers and writers. Lexile levels, along with individual interests, provide student choice in novel selections. The School-wide Enrichment Model-

Reading is used to instruct and enrich students at their own reading levels, while still covering all Louisiana standards. Through these strategies, we increase comprehension and fluency while developing a love for literature.

Differentiation in math takes many different forms. Pretests are administered. Students who have mastered the materials work on enrichment math projects extending beyond the curriculum. First inMath, an online math program, is used by every student. This program allows them to work at their own pace to progress through math skills. Math assignments incorporate projects and performance assessments. Through a variety of real-world math applications, students see the relevancy of math and strive to become better mathematicians.

Technology also allows us to plan activities that connect with various learning styles and interests. Promethean flip charts, computers, ipads, flip cameras, and laptops are used daily to enhance student learning. Throughout the day, in all content areas, we differentiate instruction for the ever-changing needs of our students.

6. Professional Development:

6. Professional Development

We believe that professional development helps teachers to keep abreast of current educational trends and strategies to enhance learning in the classroom. The district and school's professional development activities support student learning. As teachers implement these learned strategies, our students' achievement is impacted as evidenced by test data. The teachers at Gretna No. 2 Academy learn new techniques and practices through continuous self-education utilizing, a wide variety of resources to study, adapt, and disseminate professional information in the pursuit of best practices. Our professional development aligned with academic standards, includes formal and informal means of helping teachers not only learn new skills, but also develop new insights into pedagogy and their own practice. Exploring new or advanced understandings of content and resources, our faculty has a clear vision of high expectations, and are well prepared to meet the challenges that arise.

Each year the PTO provides funds for all faculty members to attend Louisiana Lagniappe, a conference geared toward gifted students' needs. Additionally, funds are provided by PTO for other seminars, workshops, and training as a means of improving teacher competency, which in turn improves instruction and student success. We share new practices and ideas with each other that we acquire during these trainings. Teachers have had the opportunity to attend math, writing, reading, technology, science and differentiation conferences. Dr. DeWit, of the University of Alabama, and a frequent presenter at Confratute, held a two-day staff development on Differentiation for Regular Education and Gifted Students for our teachers. Several faculty members have attended NAGC in New Orleans. School based and district staff development opportunities are available for our faculty members throughout the year.

The district trained all teachers in Philip Schlechty's Working on the Work (WOW) which focuses on engaging and meaningful lessons. School design teams were formed to meet and collaborate with teachers on the principles of WOW, discuss student successes, review student work, and evaluate assessments. The technology department supports our school by assisting teachers in technology-based lessons. During a field trip to the zoo, our students used GPS electronic devices, to facilitate finding various landmarks.

Technology specialists trained our faculty members on the use of the Promethean Board. Flip chart lessons, prepared by the district technology staff, were made available for teacher use on Promethean boards.

7. School Leadership:

At the helm of Gretna No.2 Academy is our principal--a dedicated, innovative, visionary full of enthusiasm. She is the glue that binds the staff, parents, students, and community together. She effectively communicates the school's vision to all stakeholders through her actions and collaboration. She recognizes and celebrates their contributions and is a model of the core beliefs established in the school's philosophy.

Our principal is a team player. The school's discipline policies, the yearly calendar of events, and curriculum planning are all designed collaboratively with teachers. She recognizes the talents of her staff, and utilizes their strengths. Faculty and staff members' ideas/opinions are an integral part of her plan for Gretna No.2 Academy. Her leadership philosophy is evidenced throughout the school. She believes that it takes all stakeholders working together to achieve the common goal of student success. She works tirelessly to ensure that this philosophy becomes reality, regardless of the time that it takes. Her faculty is eager to work overtime because they know that she will be working right next to them. Our principal leads by example!

Our principal has an open door policy that all embrace. This warm, inviting atmosphere lends itself to students, teachers, and family sharing ideas, seeking assistance, and working with the school design team to focus on student achievement. One of her endeavors is to visit every classroom daily, and she does this enthusiastically. Students eagerly wait for that daily visit to share their newest learning experiences and have her validate their ideas. This routine sense of presence provides a safe learning environment for both students and teachers. All decisions made are centered on the determination of all to improve student achievement with teachers and students reaching their fullest potential.

Our administrator works tirelessly with parents and community leaders. By networking, she has ensured that our school has the necessary resources to catapult our students into the 21st Century. Together they have provided Gretna Academy with state of the art technology, as well as current professional development for all teachers.

Parental input is welcomed, encouraged, and valued by our principal. Volunteers are found throughout the school, working with small groups, going on field trips, assisting in one of the many programs, and helping whenever/wherever needed. The relationship established between home and school is what makes Gretna Academy an outstanding school. A combination of strong leadership and dedication to the future of our children makes for an environment where the Administrator, teachers, and students are provided opportunities to perform to their fullest potential at Gretna No. 2 Academy.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: iLEAP

Edition/Publication Year: 2006-2011 Publisher: Riverside Publishing

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Mar
SCHOOL SCORES					
Basic,Mastery	100	100	100	98	98
Advanced	87	83	61	73	93
Number of students tested	56	52	54	51	44
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Basic,Mastery	100	100	100	95	96
Advanced	91	90	45	53	96
Number of students tested	23	19	18	19	22
2. African American Students					
Basic,Mastery	100	99	100	100	95
Advanced	85	92	40	50	95
Number of students tested	13	14	20	18	21
3. Hispanic or Latino Students					
Basic,Mastery					
Advanced					
Number of students tested					
4. Special Education Students					
Basic,Mastery					
Advanced					
Number of students tested					
5. English Language Learner Students					
Basic,Mastery					
Advanced					
Number of students tested					
6. White					
Basic,Mastery	100	100	100	97	100
Advanced	88	75	72	84	91
Number of students tested	34	32	29	32	21
NOTES:					

12LA1

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: iLEAP

Edition/Publication Year: 2006-2011 Publisher: Riverside Publishing

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Mar
SCHOOL SCORES					
Basic,Mastery	100	100	100	98	100
Advanced	91	67	71	61	70
Number of students tested	56	52	54	51	44
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Basic,Mastery	100	100	99	100	100
Advanced	100	79	55	58	73
Number of students tested	23	19	18	19	22
2. African American Students					
Basic,Mastery	100	100	100	100	99
Advanced	93	71	55	39	66
Number of students tested	13	14	20	18	21
3. Hispanic or Latino Students					
Basic,Mastery					
Advanced					
Number of students tested					
4. Special Education Students					
Basic,Mastery					
Advanced					
Number of students tested					
5. English Language Learner Students					
Basic,Mastery					
Advanced					
Number of students tested					
6. White					
Basic,Mastery	100	100	100	97	100
Advanced	88	63	83	72	71
Number of students tested	34	32	29	32	21
NOTES:					

12LA1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: Louisiana Educational Assessment Program

Edition/Publication Year: 2006-2011 Publisher: Riverside Publishing

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Mar
SCHOOL SCORES					
Basic,Mastery	100	100	99	98	94
Advanced	83	79	56	72	50
Number of students tested	56	56	51	53	54
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Basic,Mastery	100	100	100	95	88
Advanced	82	75	38	57	53
Number of students tested	17	20	16	21	17
2. African American Students					
Basic,Mastery	100	100	100	96	94
Advanced	100	65	39	48	50
Number of students tested	14	20	18	23	16
3. Hispanic or Latino Students					
Basic,Mastery					
Advanced					
Number of students tested					
4. Special Education Students					
Basic,Mastery					
Advanced					
Number of students tested					
5. English Language Learner Students					
Basic,Mastery					
Advanced					
Number of students tested					
6. White					
Basic,Mastery	100	100	100	100	94
Advanced	75	84	65	89	45
Number of students tested	35	31	31	28	35
NOTES:					

12LA1

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: Louisiana Educational Assessment Program

Edition/Publication Year: 2006-2011 Publisher: Riverside Publishing

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Mar
SCHOOL SCORES					
Basic,Mastery	100	100	100	96	97
Advanced	77	75	61	71	69
Number of students tested	56	56	51	53	54
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Basic,Mastery	100	100	100	91	88
Advanced	71	75	63	53	82
Number of students tested	17	20	16	21	17
2. African American Students					
Basic,Mastery	100	100	100	96	100
Advanced	65	75	61	61	69
Number of students tested	14	20	18	23	16
3. Hispanic or Latino Students					
Basic,Mastery					
Advanced					
Number of students tested					
4. Special Education Students					
Basic,Mastery					
Advanced					
Number of students tested					
5. English Language Learner Students					
Basic,Mastery					
Advanced					
Number of students tested					
6. White					
Basic,Mastery	100	100	100	96	95
Advanced	80	74	61	82	66
Number of students tested	35	31	31	28	35
NOTES:					

12LA1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: iLEAP

Edition/Publication Year: 2006-2011 Publisher: Riverside Publishing

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Mar
SCHOOL SCORES					
Basic,Mastery	98	98	98	97	100
Advanced	68	79	68	76	58
Number of students tested	57	52	50	56	54
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Basic,Mastery	99	100	99	100	100
Advanced	66	69	66	80	47
Number of students tested	18	16	15	15	28
2. African American Students					
Basic,Mastery	94	100	100	100	100
Advanced	47	75	64	76	48
Number of students tested	19	16	19	16	19
3. Hispanic or Latino Students					
Basic,Mastery					
Advanced					
Number of students tested					
4. Special Education Students					
Basic,Mastery					
Advanced					
Number of students tested					
5. English Language Learner Students					
Basic,Mastery					
Advanced					
Number of students tested					
6. White					
Basic,Mastery	100	97	96	97	100
Advanced	77	79	71	73	60
Number of students tested	30	34	28	34	30
NOTES:					

12LA1

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: iLEAP

Edition/Publication Year: 2006-2011 Publisher: Riverside Publishing

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Apr	Apr	Mar
SCHOOL SCORES					
Basic,Mastery	100	98	100	99	100
Advanced	74	79	56	61	72
Number of students tested	57	52	50	56	54
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Basic,Mastery	100	94	100	100	100
Advanced	83	81	60	53	72
Number of students tested	18	16	15	15	28
2. African American Students					
Basic,Mastery	100	100	99	95	100
Advanced	69	81	52	57	85
Number of students tested	19	16	19	16	19
3. Hispanic or Latino Students					
Basic,Mastery					
Advanced					
Number of students tested					
4. Special Education Students					
Basic,Mastery					
Advanced					
Number of students tested					
5. English Language Learner Students					
Basic,Mastery					
Advanced					
Number of students tested					
6. White					
Basic,Mastery	100	97	100	100	100
Advanced	70	76	57	62	63
Number of students tested	30	34	28	34	30
NOTES:					

12LA1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Basic,Mastery	99	99	99	97	97
Advanced	79	80	61	73	65
Number of students tested	169	160	155	160	152
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Basic,Mastery	99	100	99	96	95
Advanced	80	78	49	61	64
Number of students tested	58	55	49	55	67
2. African American Students					
Basic,Mastery	97	99	100	98	96
Advanced	73	75	47	56	66
Number of students tested	46	50	57	57	56
3. Hispanic or Latino Students					
Basic,Mastery	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Basic,Mastery	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Basic,Mastery	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
Basic,Mastery	100	98	98	97	97
Advanced	80	79	69	81	61
Number of students tested	99	97	88	94	86
NOTES:					

12LA1

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Basic,Mastery	100	99	100	97	98
Advanced	80	73	62	64	70
Number of students tested	169	160	155	160	152
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Basic,Mastery	100	98	99	96	96
Advanced	86	78	59	54	74
Number of students tested	58	55	49	55	67
2. African American Students					
Basic,Mastery	100	100	99	96	99
Advanced	74	75	55	52	73
Number of students tested	46	50	57	57	56
3. Hispanic or Latino Students					
Basic,Mastery	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Basic,Mastery	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Basic,Mastery	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
6.					
Basic,Mastery	100	98	100	97	97
Advanced	79	71	66	71	66
Number of students tested	99	97	88	94	86
NOTES:					

12LA1